

# Field – Based Experiences Monthly Report Log and Reflection – June 2010

Date: <u>June 2010</u>			Total Internship hours at the start of the month:	17
Week	Functions	Description	Hrs	
1	Week's Activities	Worked on the Kindergarten website.	1.5	
	Standard/Indicator	TF-V.D.4		
	Communication with Site Mentor			
2	Week's Activities	Re-imaged computers in the computer lab and some teacher desktops. Set up Waterford program for Summer School Teachers. Conducted an inventory of technological resources at the Elementary Campus.	25 45 min	
	Standard/Indicator	TF-VIII.D.2, TF-VII.A.1		
	Communication with Site Mentor	I kept constant communication with my mentor this week because I was directly working out of her office. She helped me understand computer imaging and why inventory is so necessary with the IT department.		
3	Week's Activities	Typed up computer inventor into an Excel document. Began to create presentation on Copy Right Violations and Laws for faculty at school. Attended professional development on how to use a SMART Board.	7.5	
	Standard/Indicator	TF-VI.A.2, TF-V.D.1		
	Communication with Site Mentor	Discussed other options for my Kindergarten Web Page design. Might be creating it in Publisher and converting it to HTML format then saving it to my web page.		
4	Week's Activities	Finished Copyright Powerpoint and research. Still waiting confirmation on date to present copyright information. Finished creating Kindergarten website.	4	
	Standard/Indicator	TF-VI.A.2, TF-V.D.4		
	Communication with Site Mentor	Talked about finishing everything up and my mentor signed my cumulative sheet.		
Hours worked this month:			38 hr 45 min	
Total Internship hours to date including this month:			55 hr 45 min	

## Reflections

### Week 1 -

- June 3, 2010 – I worked on the Kindergarten web pages today. I was able to “design, maintain, and facilitate the development of web pages” (Williams, 2009). It’s definitely a task that I did not think would take so much time. There is so much involved in making each page. Color, scheme, layout, architecture, and fonts seemed to flood my head all at once. So I began to organize my thoughts and what exactly I wanted to include on each page of my web pages. According to Larry Johnson and Annette Lamb, “planning is an essential part of web page development.” The first page I designated as the introduction and announcement page. Here is where I would put a small vision statement of our Kindergarten grade level and post announcements such as orientation, field trips, and school supply lists. The second page I designated as our Kindergarten team page to display pictures and names of faculty and staff that work with Kindergarten. Jo Ann Joy says to “set yourself apart from your competition with clean, fast-loading graphics that express your identity and unify your site.” I felt like these pictures identified the Kindergarten team and made it personal to the parents and teachers viewing. The third page, I designated as the page that would display our Kindergarten Kronicle. I ran into problems putting the staff page together but cured it with a table and some more organization. I also talked about the pages with one of our IT technicians and he suggested creating the pages in Word so that I would have more options for display and to create a bit of ease in making the pages. I had not heard of this idea and plan on discussing this with him next week when I will be working with him. I am excited that I might have more options and my creativity might not be stifled after all!

Johnson, Larry, & Lamb, Annette. (2007). *Creating School Web Pages*. Retrieved from

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Week 2 –

- June 7, 2010 – Today I was able to set up computer stations for the Summer School stations at our Elementary. These computers are used for LEP students that attend summer school for one month right after regular school lets out. Students are able to reinforce reading skills that they have learned throughout this year. “Engaged learning classrooms offer LEP students opportunities to construct meaning and learn in a variety of ways, not just from the teacher or the textbook [but from technology]” (Svedkauskaite, et.al., 2003). I will be back to check up on the teachers and make sure that the program is working well for them this summer.

Today I also began work on updating the image of our computer lab computers and certain teacher computers. This helps our IT department wipe the slate clean with computers that have had issues or have had things saved on them that students could have done over the year. “Too many things can happen to crash a computer and a hard drive imaging solution is the best way to revive a crashed computer” (whatsabyte.com, n.d.). I understand the basic concept of this task but I wonder what exactly it does. I would like a layman’s explanation of what exactly I am doing. This task helped me perform the standard TF-VII.A.1 which states that I should “stay abreast of current developments to configure computer /technology systems” (Williams, 2009).

- June 8, 2010 – Today I was completely engrossed in compiling inventory of the Elementary campus' computers. I "create[d] an evaluation instrument to use to conduct and evaluation of school technology" (Williams, 2009). To any other teacher or IT technician this might not seem like an all day event but my campus is different than any other in Texas. I have tried to compare it to other elementary campuses and have had no luck doing so. We have 12 sections of Kindergarten, 11 sections of First Grade, 11 sections of Second Grade, 10 sections of Third Grade, Special Education classes, PPCD, and Pre-Kindergarten on one campus. That adds up to a little over 900 kids on one campus. So I completed inventory of teacher stations and student stations over our campus. I have to complete one more hallway tomorrow. I never realized how many computers were on our campus and how much it takes to keep up with them. I had to record serial numbers and domain names along with users and their room numbers. I realized how important this is.
- June 9, 2010 – Today I finished up inventory and then went on to my next task. I updated computer images with one of the IT technicians. Once again I was able to perform and learn about standard TF-VII.A.1 as I "configure[d] computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements" (Williams, 2009). I had to save the updated image I created on one computer in the Junior High Lab and then upload it to the A drive. "Reimaging wipes the hard drive and installs a clean installation of all relevant software, thus ensuring proper operation of a computer, apart from hardware failures" (Houghton, n.d.). Once that was done, I went to each computer and re-imaged using the image that was uploaded. I re-imaged the computers in the Intermediate Lab, Junior High Library, and another Junior High computer lab. I learned a lot about re-imaging and the time it takes to do this. We re-image machines because students tend to rearrange settings and download things on them during the year. Each machine also needs updates from

Microsoft each year. So each year, after school ends, IT goes to each computer lab and updates and re-images all computers for the next year.

- June 10, 2010 – Today I completed another type of inventory. According to standard TF-VIII.D2, I “conduct[ed] an evaluation of a school technology environment” (Williams, 2009). I was shown to one of the computer graveyards in our school district. In this massive room lies hundreds upon hundreds of computers that are outdated, broken, or are simply non usable. These computers are generally shipped off to the prisons where they are rebuilt or they are shipped off to schools that do not mind using outdated computers. Perhaps if this school has a strong computer science division and teaches it’s students about building computers or if the district simply does not have the money to buy newer computers. “As schools face the challenge of bridging the "digital divide," the goal is typically complicated by the costs of computers and then support once they have been acquired. Many districts are therefore turning to refurbished computers as a possible solution” (McClure, 2007). Whatever the case may be, these computers are put in a holding area before they are shipped off. They are wiped clean of any programs or information that is the school’s only, inventoried, and then shrink wrapped and loaded onto pallets to be shipped. I inventoried the computers that we will be shipping to other school districts this summer. I inventoried mostly DELLs, a few Tangents, and a couple Compaqs.

#### Sources

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*Reimaging.* (n.d.). Retrieved from [http://campus.houghton.edu/orgs/helpdesk/Page.aspx?ID=HD\\_Reimaging](http://campus.houghton.edu/orgs/helpdesk/Page.aspx?ID=HD_Reimaging)

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### Week 3

- June 14, 2010 – Today I typed up the inventories for the Elementary campus and computer to be shipped. These inventories helped me achieved standard TF-V.D.1. that says I should “stay abreast of current telecommunications tools and resources” (Williams, 2009). The inventory for the Elementary went well and I was able to disseminate the information into relatively easy groups. I made groups for make/model, serial number, room number that it was located in, domain name, and teacher or person responsible for the computer(s). I found it difficult to find the person responsible for some computers, such as the faculty lounge computer, so I identified the principal or office staff responsible for these. Everything else went fairly easy. The spreadsheet for the computers to be shipped went similarly. The categories that I made for that spreadsheet were make/model, serial number, and Sealy ISD ID number. The reason for the added ID number is for inventory on the school level purposes. We have to keep track of which computers have left and which are still in the school district system. I found it interesting that many other schools have to perform these inventories also and are daunted by the task each year. Some use barcode scanners and other simply check with domains. These

inventories are so important. “A Pennsylvania school district failed to maintain adequate controls over its laptops, which led to equipment thefts” (Schaffhauser, 2009).

- June 16, 2010 – Today I attended a professional development presentation on SMART boards. I enjoyed this learning activity tremendously! The development was conducted by a teacher, such as myself, that fell in love with the SMART board technology as I have now. She taught 5<sup>th</sup> grade Math and began to incorporate SMART board with her instruction almost immediately upon their conception. “Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals” (Edutopia Staff, 2008). At first we learned about the basics such as what the buttons do, what the options mean on the computer screen, and how to set up the board with the computer and projector. This seemed quite easy to navigate and do. There were so many options to produce things on the board. Once all of the basics were introduced, we were allowed to explore the system on our own. I loved this part. I wish all demonstrators would conduct developments in this way. I was able to explore the many options of SMART board. There are so many applications! I am completely thrilled at the idea of having one of these in my classroom. Once we were finished exploring, the instructor continued teaching us about the SMART board by showing us the many games and activities that we could use in the classroom with our students. This part was amazing to me and I thoroughly enjoyed all the premade games that were included in the program. However, I noticed that they really didn’t fit the grade level that I teach. I asked the instructor if she would show us how to make these great activities. So next she began to show us how to make activities that incorporate our curriculum and the worksheets that are provided with it. What a great idea! To do the work with students as they do it. So much better than having to make sure there is an extra copy for us to use on the document camera. This can simply be pulled up from our curriculum website. The instructor then showed us how to incorporate an activity that we made into the curriculum right along



with the worksheets and lesson. The SMART board has everything for everyone on it! “Visual learners can easily see colorful, movable images and diagrams that the interactive whiteboard displays, even from the back of the classroom. Kinesthetic learners can interact and explore by moving letters, numbers, words and pictures with the touch of a finger. Auditory learners can be immersed in a complete multimedia experience using optional USB speakers or SMART Audio” (smarttech.com, 2010).

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#### Week 4

- June 22, 2010 - Today was my last day to work on hours. I finished the presentation on Copyright Issues for teachers and finished the Kindergarten web pages. I am still waiting on confirmation about what day to present to the faculty about copyright issues. I think this type

of presentation and knowledge is extremely vital to our staff. We tend to create our own teaching bubble and not keep ourselves abreast of topics that are very much viable to our teaching these days. In an article by Nate Anderson, he states that “copyright confusion is running rampant in American schools, and not just among the students” (2007). I completely agree with him. Teachers are very much apt to grab at anything we can to teach with. It’s not a matter of wanting to steal; it’s just a matter of needing resources and being thrown into a situation of low monetary resources and time. Hopefully with my presentation, we can begin to grab at things in a legal manner and still be creative with the resources we are given. This activity helped me achieve the standard TF-VI.A.2 which says that I should “plan activities that focus on copyright laws related to use of images, music, video, and other digital resources in varying formats.” The Kindergarten web pages were also finished today. I really liked working on them within the Publisher program. I found out that I could create them this way and attach them to our district website. The options within FirstClass were not very creative or conducive to inspiring creativity. The pages came together very nicely and I was able to create five in all. The pages I created were a welcome page, a calendar page, a page for our Kindergarten Kronicle, a page for Kindergarten faculty, and a page that lists our school supply list. I am sure that I will think of more as I continue to work on and manage these pages. I think it is vital that we keep as many communication lines open for our parents. Sydney Brown states what all educators know to be true when she says “administrators, teachers, and parents continue to strive for regular interaction as a way of involving parents in classroom life and improving student achievement” (2003). With these pages, I think we are on our way. I am and will be completing standard TF-V.D.4 which says to “design and maintain Web pages and sites that support communication between the school and community.”

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